

Professional Responsibilities - 4c. Family Engagement

Element	<p>Highly Effective</p> <p>Replace parents with families; child with student</p> <p>Two way communication</p>
Welcoming All Families	<p>Teacher demonstrates positive educational environment for all students and their families by treating families in respectful and culturally sensitive ways and welcomes their engagement in the classroom.</p> <p>The teacher’s interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</p> <p>The teacher values, respects, and welcomes families and sees them as assets in supporting student learning: The teacher engages families because he or she believes that all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents’ socioeconomic background or education level.</p>
Communicating Effectively	<p>Written and spoken interactions between families and the teacher are respectful and pleasant. Families and teachers know each other’s names. Starting in the beginning of the year, families receive positive, consistent information and affirmation from teachers on the importance of their engagement. Families receive regular, personal invitations to visit the classroom and engage in their child’s education.</p> <p>There is a system for meaningful, consistent home/classroom communication in place: Families receive frequent and consistent, individualized communication about their child that is positive, actionable, and linked to student learning and progress toward goals. In addition, families regularly contribute to communication vehicles and provide feedback on procedures and policies.</p> <p>The teacher communicates with families in a manner and format that is accessible and easy to understand: Information for families is provided in a variety of formats, including phone calls, written and translated web blasts, and home visits or meetings in community forums. The teacher differentiates communication for families with varying levels of literacy. If families speak a language different from the teacher’s, information is made available and meetings are conducted in the family’s native language.</p>

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Supporting Student Success	<p>The teacher uses data to show families how their children are doing: Families can access weekly, personalized student performance and/or assessment data and can use the information to describe how their child is doing related to the student's individual goals, and to the class average for that grade-level.</p> <p>The teacher helps families support student learning at home: Families receive information and training on how they can support learning at home and create an environment conducive to learning. This information is tailored to their child's specific needs and details what their child needs to do to make progress toward his or her academic goals.</p> <p>Families receive continuous individualized and actionable communication about their child's learning and progress towards goals.</p>
Speaking Up for Every Child	<p>Teachers work with families to take advantage of resources and programs that support student success (ex. tutoring, counseling, speech therapy, grade level transition, ELL Services, special education) . Outreach to all families on how to access resources and advocate for their child.</p> <p>Teachers empower families and encourage advocacy for students to resolve problems/conflicts.</p> <p>Teachers provide technical assistance and empower families to navigate complex system such as GT, AP, IEPs, multi-tiered systems of support, parent portal systems, etc.</p>
Sharing Power	<p>The teacher collaborates with the families to establish an equal voice in all decisions, (early on) that affect their child. Teacher identifies ways in which he/she can include and consult parents in decisions that affect their student.</p> <p>Encourage parents to become active participants in the school system (as applicable in conversation or in writing) to attend school board meetings and planning meetings (as scheduled by principal or district)</p> <p>Identify and connect families from different cultural backgrounds that represent the overall school population, to be part of parent leadership council/group.</p>
Collaborating with Community	<p>Teachers inform families about services, make referrals to programs and plan activities that provide expanded learning opportunities.</p> <p>Teacher makes sure partnership activities strengthen families and link to student learning.</p> <p>Teacher connects students and families to opportunities in the district and</p>

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	<p>community.</p> <p>Invite community organizations and services to provide informational meetings on health/wellness, recreation center services, etc. This will allow parents to get valuable information without requiring transportation.</p>
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Element	How would an administrator know this was happening? What would it look like? How would you show progress in these areas?
Welcoming All Families	
Communicating Effectively	
Supporting Student Success	
Speaking Up for Every Child	
Sharing Power	
Collaborating with Community	